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ABSTRACT

The Project Social Studies Curriculum Center at the University of Minnesota developed this teacher's guide for a tenth grade course on continuity and change in American civilization. The course, part of an articulated curriculum for grades K-12, is analytical in nature, and designed to teach attitudes and skills as well as generalizations and concepts. Emphasizing the inquiry approach to teaching, the course is divided into the following six parts: 1) the Colonial Age, 1630-1760; 2) the Republican Age, 1760-1820; 3) the Democratic Age, 1820-1840; 4) Civil War and Reconstruction, 1840-1870; 5) Industrialization of America, 1840-1914; and 6) the Consumption Economy, 1920 to present. No attempt is made to develop a complete set of materials for students. The resource units use as many materials from other sources as possible, supplementing these materials with a few developed by the Center. Goals, teaching strategies, and a general outline of the course are provided in the first section of the guide. The second section, which comprises the major portion of the guide, consists of charts showing the sequential development of skills, attitudes, and generalizations in each of the units. Related documents are SO 006 778-783. (Author/RM)

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TEACHER'S GUIDE TO THE TENTH GRADE COURSE

on

CONTINUITY AND CHANGE IN AMERICAN CIVILIZATION

This course is part of an articulated curriculum for grades K-12 and has been developed by the Project Social Studies Curriculum Center at the University of Minnesota.

This material was developed under a special grant from the United States Office of Education (HS-045).

1968

GOALS FOR COURSE

The resource units make it clear that the tenth grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with objectives for the course. Charts appended to this guide indicate more specifically the way in which goals are developed in the different units.

Behavioral Goals Related to Values

The tenth grade course was developed with a view to helping pulils develop most of the scholarly values identified by the Center's staff for the entire social studies program. It was designed also to develop a number of attitudes related to public values or the ground rules for the operation of a democratic society. It should be noted, moreover, that some of these attitudes are basic to an overall value which has not been stated for each of the units--the value of human dignity. Most pupils will come to the course with a fairly-well developed value for human dignity as a result of previous experiences at home, in school, in church, and in their many informal groups. Probably the more specific values of this course will develop as pupils see the need for certain things in order to protect this major value. However, the content used to teach these other values, such as those related to protection of minority rights, evaluating events and institutions on the basis of their effects upon human beings, etc. may also help reinforce pupils' attitudes toward human dignity.

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The tenth grade course is also designed to develop several attitudes which are likely to arise from the study of social science content. For example, several of the units try to help pupils develop a scepticism of single-factor causation in the social sciences and of panaceas for curing social problems.

It should not be thought that some of the goals are neglected merely because there is no check against them under a specific unit in the chart. The checks indicate those units where the goals have been kept in mind in designing specific activities and sometimes the entire unit approach. Many of the others will be reinforced in units in which they are not checked.

Skills

This course attempts to develop many skills. A large number of these are related to methods of inquiry. Most of the skills have been taught in earlier courses, although they should be refined in this course. Those which are taught in earlier courses are marked by stars in the chart on sequential development of skills on pages 16 - 21 of this guide.

It should be noted that although some of these skills are not listed as objectives in more than one unit (e.g. Identifies sub-questions to guide investigations), later units give pupils opportunities to practice and improve the skill. Teachers may find that they should work intensively on the skill in a number of units and should then list it as an objective of the later teaching units.

Some of the skills objectives should be taught in all of the units for which they are listed. These are the thinking skills related to inquiry and critical evaluation.

Some of the other skills are listed for more than one unit, also. However, the teacher may decide to postpone teaching the skill in the first unit in which it is listed. Or he may decide that it is unnecessary to teach it to all pupils in the second unit in which it is found, even though he may wish to work on the skill with a small group of students who still need help on it.

Goals Related to Concepts and Generalizations

The Center has chosen to identify important concepts and generalizations from the various social sciences and has tried to provide for a sequential development of them in the K-12 curriculum. The staff's historian takes the point of view that history has no major concepts of its own; rather, it draws upon concepts which may have been used heavily or even introduced by historians but which have been analyzed more carefully in other social science fields. Therefore, the tenth grade American history course makes heavy use of concepts from the other social science disciplines. The staff's viewpoint on structure in disciplines is explained in background papers #1 and 2 . For further analysis of the field of history, the teacher is referred to the background paper on history b
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* A Behavioral Approach to Historical Analysis. (To be published by The Press.

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Concepts and Generalizations

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It should be noted that the generalizations listed as objectives for the units are drawn from the other social sciences. Most of them are stated in the language of the social scientist. No attempt should be made to have pupils learn the statements as they are stated in the resource units. Rather, pupils should be encouraged to generalize in their own words.

Professor Berkhofer has also prepared a paper on the content which should be included within the course. This paper has been divided up, with appropriate sections attached to each of the resource units.

The Rationale for the Number of Objectives

These resource units differ from many units in part because of the large number of generalizations and

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skills are found in a number of the units in the tenth grade course. The sequential pattern from one unit to the next can be seen in the charts at the end of this guide. Moreover, many of the objectives are reviewed from earlier grades and almost all will be taught through different content in later grades. This means that it is not necessary or wise to spend too much time clinching a single generalization in any one unit. Rather, pupils should generalize and hold these generalizations as tentative--as hypotheses to be tested more fully as they study other units. At the end of the course they can generalize more fully about any one topic than they can at the beginning of the course. However, they should still understand that generalizations may need to be modified later, that they should be held tentatively, always subject to change in the light of new evidence.

Because of this reinforcement and further development of concepts, generalizations, and skills, it is important for the teacher to read through the objectives of all of the units before he begins the course. It would be wise, also, to examine the objectives of earlier courses. The charts on goals, which are found at the end of this guide, are keyed to show which ones were taught in earlier grades. The overall chart in Background Paper #1 indicates at what levels each concept, generalization, skill, or attitudinal behavior appears.

TEACHING STRATEGIES

This course relies heavily upon an inquiry approach to teaching. For a more complete discussion of inquiry
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TEACHING STRATEGIES

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strategies in teaching the teacher should read a number of the background papers. Background Paper #1 analyze in more detail the Center's point of view about inquiry as a teaching strategy and what inquiry involves. Background Paper # 2 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods and techniques used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques which might be taught to pupils in some of the courses. For example, the discussion of documentary analysis in the paper on history should help the teacher understand more clearly some of the evaluation skills to be developed.

The tenth grade course emphasizes a teaching strategy which encourages pupils to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher or a book. Pupils are asked to set up hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some idea they have learned in the past might help them make sense out of this new situation. They cannot be sure, but they think that this might be so. Inquiry also involves gathering data, evaluating sources, testing hypotheses, and generalizing from their findings.

The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategy. Some skill goals call for having pupils learn to use certain kinds of references or evaluate sources of information. Such goals cannot be met unless pupils use a wide variety of materials which present different points of view. Moreover, pupils may need to read varied materials to test their hypotheses. Some of the shorter readings and books of fiction and non-fiction are used to help pupils understand better the feelings as well as the cultural values and perceptions of those caught up in the events of the period. Pupils who read about the unemployed of the depression years, for example, are likely to identify with the people and so to gain greater insight into how they reacted to events. Even when pupils read other people's accounts of topics, they should be evaluating the ideas against other data, discriminating between inferences and value judgements, identifying basic assumptions, and using the data they find to either stimulate new hypotheses for testing or to test earlier hypotheses.

At times the teacher may wish to use an informal lecture to present certain facts but he can then ask questions to help pupils arrive at their own generalizations from these facts. Indeed, he can intersperse questions and discussion with his presentation. The purpose of such an informal lecture is to give pupils the raw data from which they can develop concepts and generalizations--information which perhaps is difficult for them to find elsewhere or to read for themselves or which can be presented more quickly in this fashion. The informal lecture should seldom present ready-made generalizations. Thus it is a far cry from the well-organised lecture which begins with a thesis and then develops it.

At times the teacher may use an informal lecture to present the main points of a theory which pupils are then to test against data which they collect. The teacher can present the theory in simpler terms than
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it can be found in reading materials. He can also leave out the evidence provided by the author of the theory to substantiate it. Pupils can then try to decide whether or not this theory is helpful in explaining the facts which they find. Although pupils should develop frequently their own hypotheses for testing, they should also have the experience of testing theories in the social sciences which have gained considerable attention.

Clearly, achievement of varied goals requires varied teaching strategies. The strategy used in each instance, however, should be appropriate to the specific objectives to be developed.

Some teachers worry about having pupils read different materials. They may believe that all pupils should have read something in common as a basis for discussions and for tests. However, pupils can read different materials, all focused upon the same questions. Pupils can be evaluated upon what they listen to in class discussions or in various kinds of reports as well as upon what they read. By testing for concepts, generalizations and skills rather than the specifics within any piece of writing, the teacher can avoid penalizing any pupil who has read something different and can make it clear to the class that he is in earnest when he says that he is more concerned about important ideas than about details. Some tests might also ask each pupil to evaluate one of the accounts which he has read.

Teachers should encourage pupil guesses or hypotheses as being as worthwhile at some stages of thinking as are statements which present a commentary on facts found in books, articles or films. At other times pupils should be asked to look for things which can be used to test their hypotheses. They should learn that an untested opinion of a non-normative nature is not as good as a tested opinion or generalization. Even at this stage however, pupils should be rewarded for thinking of new ideas about possible hypotheses or for asking relevant questions which have not been raised earlier. Whether or not pupils will learn to ask questions, set up hypotheses, and generalize for themselves, depends in part upon whether or not such behavior is discouraged or encouraged by teachers. However, the teacher should not always say "yes," "right," or "good" when a pupil presents an idea which the teacher considers good. Rather, the teacher may wish to suggest that it is a new or interesting idea and ask for other ideas from the class. Pupils can then test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the pupil has arrived at a "correct" answer.

At times pupils may fail to limit generalizations sufficiently or may arrive at faulty generalizations which cannot be supported by present data and knowledge in the social sciences. If so, the teacher should not feel obligated to correct pupils immediately. Rather he should have pupils think of these generalizations as possible hypotheses to be tested later. Indeed, at times it is beneficial for students to over-generalize and later discover that they must modify their generalizations. Thus if they have over-generalized about the effects of social class in the first unit, or the acceptance of certain values, they may have to modify their generalization when they study later units. This experience should help them learn the need to hold generalizations tentatively and to limit them more carefully by considering whether they are time or culture bound.

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whether they are time or culture bound.

When pupils arrive at generalizations which are obviously contradicted by data, the teacher needs to consider two questions. First, do later parts of this unit or later units during the year provide material to help them test these generalizations so that pupils should be permitted to think of them as tentative generalizations or hypotheses until then? Second, do later courses in the curriculum provide material to help them test and limit generalizations? For example, will units in grade eleven and twelve help them limit a generalization which they have arrived at in grade ten about economic growth?

If the answer to either question is "yes," it may be wise to let pupils hold these generalizations tentatively but to remind them they should think of them as hypotheses to be tested in later units. This is probably the procedure to use if the generalization represents an over-generalization which does not take into account some of the more sophisticated limitations which a social scientist or even an older student might place upon it.

On the other hand, suppose the answer to both questions is "no." Or suppose that the generalization is not just too broad but is obviously contradicted by data which pupils have already come across or which could be presented to them in an understandable form within the unit being studied. The teacher should then spend more time helping them test their generalization at this time. Rather than merely telling pupils that their generalization is wrong or needs to be limited, the teacher might confront them with data (orally, in readings, in pictures, in graphs, or in tables), which will lead pupils to modify their generalization or arrive at a better generalization themselves.

THE FOCUS OF THE TENTH GRADE COURSE

This course has little resemblance to the typical history course in the senior high school. The course is highly analytical, drawing upon the concepts which pupils have learned from the other social sciences, and giving pupils a chance to test some of them to find out if they are time-bound. Pupils will study the interrelationships among our social, political and economic systems. They will study the cultural assumptions which make one period different from another. And they will study factors resulting in social change. The course also continues to build new concepts and generalizations from the behavioral sciences.

Although, and perhaps because the course is analytical, it is easy to help pupils see the relevance of the topics studied to their own day. The course is not designed as a course for just above average or average students. Provision is made for individual differences through the variety of individual and small group activities and through suggestions for varied reading materials. The Center has developed some readings and exercises for the course, but the units draw heavily upon the materials developed by other projects, publishers and audio-visual producers. Much material can be found at varied reading levels.

The course is articulated carefully with the sixth grade course in American history in order to reduce the duplication which frequently is found between
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GENERAL OUTLINE OF TH

The course includes two parts, di
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units:

Part One -- The Formation of Amer
1630-1870's

Unit 1 -- The Colonial Age, 1630-

Pupils study the cultural assumpt
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unit focuses upon cultural migrat
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Unit 2 -- The Republican Age, 17

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different courses in American history. The course is designed to provide for study in depth of those topics chosen. Consequently, some of the topics frequently studied are omitted altogether or are left for study in other grade levels. Teachers should be sure to read the discussion of the place of this curriculum in the overall framework to find out where some typical topics are placed in other courses in the curriculum.

GENERAL OUTLINE OF THE COURSE

The course includes two parts, divided into six units. For a discussion of the major ideas developed in each, the teacher should read the background material provided by the staff's historian for each of the resource units. The course includes the following units:

Part One -- The Formation of American Civilization, 1630-1870's

Unit 1 -- The Colonial Age, 1630-1760's

Pupils study the cultural assumptions of the colonists and the relationships between these assumptions and the development of institutions in this period. The unit focuses upon cultural migration and culture change. The unit is short but is included to provide a foil for later periods in order to show major changes in American culture.

Unit 2 -- The Republican Age, 1760's-1820's

This unit deals with 18th century principles and their effects upon Americans. Again, the chief interest centers upon the cultural assumptions of the people in this age. Key attention is given to the political system --to the development of the executive, and in particular to political party theory. The unit stresses the relationships of the political system with the economic and social systems.

Unit 3 -- The Democratic Age, 1820's-1840's

Pupils investigate changes in the social system, with particular attention given to voluntary associations which pioneered social reforms. The unit also examines changes in the executive under Jackson and looks at conflicting theories about the factors which brought about the growth of democratic thought.

Unit 4 -- Civil War and Reconstruction, 1840's-1870's

This unit focuses upon the attempt to apply the egalitarian ideology of the Democratic Age to the Negro and the ramifications of this attempt upon the political system. Students examine the Civil War as a case study of a political system in times of crisis. The unit stresses the cultural configuration of America at this time, with its emphasis upon middle-class individualism so that students will understand why the struggle was a political one and why economic and social aid was not provided for the newly-freed Negroes.

Part Two -- Modern America--1870's to Present

Unit 5 -- Industrialization of Ameri

Students study the nature of industr
ramifications in a wider context, a
span, and a more analytical manner t
ditionally done. This unit uses ec
theory as a framework for studying A
from the 1840's to 1914 in order to
major shifts in the American economy
the changing nature of industrialism
vestigate the ramifications of this
for other aspects of the culture, su
organization, political organization
Considerable attention is given to t
to industrialism, including the rise
and farm organizations, and politica
of the Progressive period.

Unit 6 -- The Consumption Economy, 1

This unit deals with the development
sumption economy and with the social
of such an economy. Major attention
the depression of the 1930's and an
study of the causes of business fluc
unit also analyzes the extension of
economy into the 1950's and 1960's.
an analysis of American values and s
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THE PLACE OF THE TENTH GRADE COURSE
CURRICULUM

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War and Reconstruction, 1840's-1870's

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ern America--1870's to Present

Unit 5 -- Industrialization of America, 1840's-1914

Students study the nature of industrialism and its ramifications in a wider context, a longer time span, and a more analytical manner than is traditionally done. This unit uses economic growth theory as a framework for studying American history from the 1840's to 1914 in order to emphasize the major shifts in the American economy which accompanied the changing nature of industrialism. Students investigate the ramifications of this industrial change for other aspects of the culture, such as social organization, political organization, and ideology. Considerable attention is given to the responses to industrialism, including the rise of labor unions and farm organizations, and political developments of the Progressive period.

Unit 6 -- The Consumption Economy, 1920 to Present

This unit deals with the development of the consumption economy and with the social implications of such an economy. Major attention is given to the depression of the 1930's and an analytical study of the causes of business fluctuations. The unit also analyzes the extension of this consumption economy into the 1950's and 1960's. It ends with an analysis of American values and society today as compared to the colonial era.

THE PLACE OF THE TENTH GRADE COURSE IN THE OVERALL CURRICULUM

It is important for teachers to understand how this course fits into the rest of the Center's curricular framework. When pupils have come through the Center's courses for the elementary school, they will have developed considerable understanding of the culture concept, including the concepts of norms and values, culture as learned behavior, and the idea that all parts of a culture are interrelated so that change in one aspect affects other aspects. Pupils will also have learned much about the cultural use of the environment, about factors affecting where things will be produced, and about economic interdependence of different regions and countries.

Since the sixth grade course focuses upon American history, the tenth grade teacher needs to know much more about it than the other elementary school courses. In the sixth grade pupils will have studied culture contact, diffusion of culture, and the way in which people take their culture with them as they move to new places. Pupils study selected Indian groups with which the white men came into contact: the Aztecs, the Iroquois, and several tribes on the plains. They spend time on case studies of Spanish, French, and English settlements and make a comparison of the three. They examine two case studies of English colonies just prior to the American Revolution: Williamsburg and Boston. Pupils also study the American Revolution, including some of the military aspects which pupils at that age enjoy. Later, they study several units on the westward movement in American history. The course also has a unit on the Civil War and Reconstruction. This unit provides an extensive treatment of slavery, with some background on the Negro civilizations in Africa. Pupils have a chance to read about some military history, but they also analyze the role of Negroes during the war, the study of reconstruction problems, and finally, the development of seg

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In order to avoid duplication, the tenth grade course omits many of the topics covered in the sixth grade course or treats them very differently. Thus the unit on the Colonial Age has a different focus than the unit on colonial settlements in the sixth grade course. Students do not spend time on the Revolutionary War except to analyze its causes as they study the Republican Age. The Westward Movement as such is omitted from the tenth grade course, although pupils refer back to some of the sectional conflicts which developed as they study the Civil War and as they analyze the Turner frontier thesis during the unit on the Democratic Age. The unit on the Civil War includes considerable material on slavery, but the teacher can reduce the emphasis once pupils have come through the earlier course. The unit omits military history. Rather, the focus on the war itself is upon the role of the executive in time of crisis and upon issues related to security and freedom in wartime. The unit includes material on Reconstruction but in much less extensive form than in the sixth grade course. Moreover, the emphasis is upon an analysis of reconstruction plans upon the executive-legislative conflict, and upon the historical debate over reconstruction governments in the South.

The tenth grade course includes much material omitted from the sixth grade course. For example, it treats the cultural values of the 17th century English settlers in some detail. It examines political developments in the new government after the Revolution. It spends considerable time on the development of reform movements and democratic ideals in the

1820's-1840's. And it includes an extensive treatment of the rise of industrialism, responses to industrialism (including political responses), and economic developments in the period after World War I.

Some units and topics found in typical U.S. history courses are omitted here. Attention is given to early foreign policy matters after the establishment of the federal government, and there is a brief treatment of foreign policy matters during the Civil War. However, extensive study of foreign policy in the twentieth century is left for later courses. In the area studies course in the eleventh grade, pupils study both world wars, the Korean War, and the cold war in the context of our relations with specific areas of the world. This means that some of the duplication which frequently exists between U.S. and world history courses is eliminated. Pupils study U.S. relations with some of the important areas of the world in the studies on Western Europe, the Soviet Union, China, and India in the eleventh grade course, and in the area study on Africa in the twelfth grade. In the junior high school, they studied our relations with the Middle East. Moreover, pupils examine some foreign policy problems as they relate to Latin America in the unit on Underdeveloped Countries. They focus upon our relations with Southeast Asia in a case study in the unit on War and Peace. This unit also provides for depth treatment of causes of war, our relations with international agencies, and policy alternatives facing the U.S. in its efforts to achieve peace. In total, therefore, the curriculum calls for much more extensive treatment of U.S. foreign policy than that found in typical social studies programs.

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THE FORMAT OF THE RESOURCE

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The tenth grade American History course is placed after a study of our social system (in grade seven), our political system (in grade eight), and our economic system (in grade nine). This makes it possible for the tenth grade course to use a more analytical approach to American history than might otherwise be possible. Pupils use the concepts and generalizations which they have learned in these earlier courses to analyze data in American history. Pupils also test the generalizations against historical data in order to determine whether or not they are time-bound and need to be limited. In addition, the course develops new generalizations not included in the earlier courses.

The tenth grade course introduces certain theories from the social sciences and has pupils test them against historical data from U.S. history. For example, they test part of Smelser's theory of collective behavior against data on the American Revolution. Does his theory help explain why some social movements turn to reform and some to revolt? Moreover, pupils examine economic growth in this country in terms of Rostow's theory of economic stages and takeoff. Later courses permit pupils to test these theories in their study of other cultures in order to find out if they are culture-bound.

THE FORMAT OF THE RESOURCE UNITS

The main part of each resource unit is set up in a double-page format to help teachers see the relationship among objectives, content, teaching procedures, and materials of instruction. The objectives for each procedure are found in the first column on the left-hand page. This column answers the questions: Why would we use this procedure or teach this content? What should be the focus of the procedure? The second column on the left-hand page presents an outline of content. This column answers the question: What topics should we teach? The first column on the right-hand page includes suggested teaching procedures. This column answers the question: How can we teach these objectives and this content? The final column on materials of instruction answers the question: With what materials can we teach these objectives and this content?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are preceded by a G and are in plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective (s) listed in the column for a single procedure. An objective is not repeated until a different objective intervenes.

It should be noted that any one teaching procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalization (s) are listed for a particular procedure, the teacher can direct his handling of the procedure to appropriate ends. As stated earlier, however, he should not feel that pupils should learn a generalization as the
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should learn a generalization as the result of this one procedure. The procedure should help lead to the development of the generalization but is almost never the only procedure aimed at accomplishing this end even within the same unit.

If no content is found in the left-hand column for a particular procedure, the teacher should look at the last content listed in the column for a single procedure. The content is not repeated for all of the procedures which develop it.

The materials column does not include complete bibliographic data nor all of the references which might be used. The publishers can be found in the bibliography at the end of the main body of the unit. The bibliography frequently includes other books and materials which may be used in the unit but which are not quite so necessary as those listed in the body of the unit. Teachers are encouraged to add other materials as they are published or suitable materials which are in their school libraries but which are not listed in the bibliography.

ADAPTING RESOURCE UNITS TO SPECIFIC CASES

The units provided by the Center are resource units. Naturally, teachers are expected and encouraged to add their own ideas for materials and teaching procedures. These units are intended to suggest possibilities, not to present a cut-and-dried course. Teachers may well wish to use some of the new case studies, simulation games, and readings being developed by other projects around the country as these become available. Many can be fitted into the framework of this course.

Since these units are resource units, teachers are not expected to use all of the suggested procedures. Indeed, they could not do so in any one class. Rather, they should select and add procedures which are most suitable for each class. They should consider a number of factors as they make this selection:

1. The objectives which they wish to emphasize in the unit.

   Suppose the teacher discovers that pupils need more help on note-taking or reading skills. He may wish to add other activities to those already provided in order to provide pupils with more practice in these skills. Or the teacher might decide that pupils need more help on interpreting tables or maps. He might add these objectives to some units and develop procedures to help teach them.

2. The general ability level of the class.

   For example, in a class with largely low-ability pupils, the teacher may wish to have only a few good readers use some of the source materials of a documentary variety in unit two. These students might summarize some of their findings in chart in chart form. Or the teacher might prepare such a chart or display rather than having pupils attempt to use the readings. The teacher may also wish to use more audio-visual materials and to substitute very easy American history textbooks for some of those usually used at this level. The teacher might also wish to adapt some of the readings for use by poorer readers. In addition, the teacher may wish to reduce the amount of time spent on some topics and increase the time spent on others.

3. The different abilities and inte
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4. Previous experiences of pupils i

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3. The different abilities and interests of class members.

This criterion is particularly important in selecting individual and small group activities and reading materials.

4. Previous experiences of pupils in the class.

The selection of objectives, content, procedures, and materials will depend in part upon: (a) previous experiences outside of school, including those resulting from pupils' socio-economic background and their work and travel experiences; and (b) earlier school experiences, including whether or not pupils have come through the earlier courses in the Center's curriculum. If pupils have not studied the junior high school sequence in the Center's curriculum, the teacher will need to spend much more time developing some of the social science concepts used in the tenth grade course, rather than just reviewing and having pupils apply them to new data. Other possible relationships with earlier courses, as described on pages 7-9, should suggest additional ways in which the teacher may want to modify units if pupils have not studied the earlier courses or courses similar to them. It will make a difference, also, if some pupils have had the earlier Project courses and others have not. Procedures will have to be included to help those who have not had the other courses build the needed background, while the rest of the class studies new materials, perhaps working on individual and small group projects.

5. The rest of the school curriculum, both in social studies and in other fields.

The teacher will need to consider questions such as the following:

(a) Will pupils study other courses from this Center's curriculum or similar courses in later grade levels? If not, there may need to be more of an attempt to limit generalizations in this one course. There may also be a need to shorten some units and include a unit on twentieth century foreign policy.

(b) If pupils have not had the Curriculum's ninth grade course, what are or have pupils studied in math about index numbers?

(c) What is being taught in the English classes at the tenth grade level? Are there possibilities of working with the English teacher in the use of literature or the development of communication skills in connection with topics taught in American history?

6. Materials available for the course.

Some procedures will have to be omitted if needed materials are not available or if other materials cannot be substituted. However, the teacher can find many materials in local libraries and can use many materials in the school library in lieu of some of those suggested in the bibliographies. Moreover, the teacher can attempt to obtain additional materials for another year. The teacher should also attempt to keep up with new books and pamphlets and
other teaching materials as they
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7. Current Affairs

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8. Factors in the community which mi
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9. The need for variety in procedure
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other teaching materials as they appear. The resource units are purposely structured loosely enough to take advantage of new materials.

7. Current Affairs

Some of the suggested procedures can be adapted to take advantage of current affairs. For example, current issues related to business fluctuations should be included in the last unit. Pupils can relate certain current unrest in this country and in others to the discussion of the idea of revolution in unit two. The Civil War unit should be related to current civil rights problems. The work of voluntary associations in the reform era of the 1820's-1840's can be related to voluntary movements working for reforms today.

8. Factors in the community which might affect how the teacher can handle certain controversial issues or the kinds of resource people available.

9. The need for variety in procedures from one unit to the next, from one day to the next, and within any class hour.

As teachers adapt and add to units, they should keep in mind certain things about how the course has been developed. First, there is a flow to each unit. Certain things are placed first and other things later because of the need to develop certain concepts or present certain data before other ideas are presented. Before the order of procedures or content is shifted, the teacher needs to analyse the concepts and data needed to teach each procedure in order to decide whether the shift is wise or, if it is made, what else needs to be shifted in order to provide the background needed for carrying out the procedure. Whatever the teacher does, he should develop a logical flow. A jumbled order which has no logical progression may interfere with the pupils' organization and development of ideas. Moreover, if many topics are treated superficially at one point early in the unit and then treated again later, pupil interest needed to motivate their study may be blunted. By all means the flow of the units should not be determined just by who happens to be ready with a report or panel discussion first. Nor is it wise to set up a series of reports to be presented one after another, with no variation in procedure or without any attempt to fit them into their proper place in the schedule of other procedures for developing topics.

The teacher will need, of course, to adapt the teaching unit from day to day to make sure that he provides variety or procedures within each day's lesson. Except in unusual classes, tenth grade pupils should not be expected to maintain a high interest level if they are asked to do the same thing for the entire class period. Although the resource units have been written to provide a variety within the present order of procedures, the main responsibility for providing this variety must lie with the teacher. Since he will not use all of the procedures suggested in the resource units and since he will add others, he could end up with little variety from day to day or within one class hour. Moreover, he will get behind in his plans or shift his plans somewhat from day to day depending upon what happens in class. This does not mean that he must make marked changes in the flow of procedures. It does mean that even a teaching unit must be adjusted from

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a teaching unit must be adjusted from day to day. Few teachers, if they are flexible enough to take into account pupils' questions and interests, can build lesson plans for even one week without making adjustments from day to day. These plans will fit into the overall unit, but the unit cannot be developed ahead of time merely as a set of lesson plans to be followed day after day. Consequently, small adjustments in the order of procedures may have to be made each day in order to provide variety in the lesson.

The teacher must keep in mind other questions as he decides which procedures to omit or which new procedure to add. First, has he kept at least some procedures to teach each of the objectives he has decided to try to develop? If not, can he add others to achieve these ends? Second, has he kept procedures to teach all of the content suggested? If not, does he think this content should be taught? If so, he must think of other ways of presenting it. At the present time there are a number of suggestions to teach most of the objectives and even a number to teach some of the same content. The content must also be cut if all of the procedures designed to teach it are omitted. This statement seems self-evident. However, sometimes teachers come to a certain point in a unit, with no plans to teach content which they think important. They do the easiest thing at the last moment--lecture to cover it. An informal lecture may be used at times, as this guide makes clear on page 4; however, other procedures might be better or the content itself might be cut in some classes.

As the teacher shifts activities around, he should also remember that each procedure is written to accomplish certain objectives. If an initiatory activity is shifted to a later point in a unit, it probably needs modifying to provide for greater analysis than is called for in a procedure designed to explore pupils' existing knowledge, skills, and attitudes, arouse their interest, relate the unit topic to previously-studied material, or develop an overview for the unit. Similarly, if later procedures are shifted to the introductory stage, they will need modification. Use of a film to introduce a unit will differ from its use during the developmental stage of a unit which will in turn differ from its use during a culminating stage. Its introductory use might be designed to raise questions or provide an overview. During the developmental stage, it might be used to provide data for thorough analysis of a specific topic or to help teach a skill or develop an attitude. During a culminating stage it might be used as a summary or even as a test device in which pupils are called upon to suggest limitations of the data or to compare its presentation with what they have already learned in the unit. Usually, the same film is not equally useful for all three purposes; however, some films could be used at any stage if the teacher adapts the procedure to the purpose.

These resource units are already voluminous. It is impossible to suggest all of the ways in which one procedure might be varied or one material might be used. Naturally, pupils could prepare written reports rather than oral reports on certain topics. Or an oral report could be turned into a symposium, a panel discussion, or role-playing. Or pupils might present the same material through charts or bulletin boardsdisplays, through mock newspapers, through dittoed written reports, etc. The decision on which form to use may depend upon the teacher's assessment of how important it is for the entire class to

obtain the information, upon the ext
he has relied upon oral reports in t
and upon his assessment of the relat
of using oral reports in a particula
course written reports or other type
materials can be dittoed for class u
and bulletin board materials can be
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obtain the information, upon the extent to which he has relied upon oral reports in the last unit, and upon his assessment of the relative effectiveness of using oral reports in a particular class. Of course written reports or other types of written materials can be dittoed for class use, and charts and bulletin board materials can be studied by the entire class. However, the teacher must decide whether or not the topic suggested for an oral presentation is important for the entire class or crucial to the unit before he decides whether or not and in what ways to modify the suggested procedure.

THE DEVELOPMENT OF THESE MATERIALS

The Curriculum Center at the University of Minnesota had as its major goal the development and try-out of a new curricular framework for grades K-12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper #1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for pupils. Rather, the aim was to try out the curriculum, using as many materials available from other sources as possible, and supplementing these materials with a few developed by the Center only where they were needed in order to teach the units. At some future date, members of the staff may work with publishers and audio-visual producers to develop more complete sets of materials. However, tryout of these materials has shown that the tenth grade course can be taught with materials currently available.

Professor Robert Berkhofer, the staff's historian, developed a background paper for the course as a whole. Genevieve Berkhofer, a member of the staff and a recent instructor at University of Minnesota High School, developed the resource units in consultation with her husband. Professor Edith West developed part of the last unit.

The original course was tried out by one or more teachers in the following schools of Minnesota: Robbinsdale, Richfield, Mound, South High in Minneapolis, and University High School. The units have been revised by Professor West in consultation with the Professor and Mrs. Berkhofer.

The Center's staff wishes to thank the following teachers who tried out the course and provided valuable suggestions for changes and additions: Mr. Gene Claybough and Mrs. Betty Washick of the Robbinsdale Public Schools, Mr. Robert Gove of the Mound Public Schools, Mr. Mark Thorsell and Mr. Al Juengling of the Richfield Public Schools, Mr. Stephen Marchuk of South High, Minneapolis and Mrs. Linda Jenkins and Mr. David Wold of University High School. The staff is grateful to all of these people. The staff also welcomes additional suggestions from teachers who use the course in the future.

CHARTS SHOWING SEQUENTIAL DEVELOPMEN
TITUDES, AND GENERALIZATIONS.

The following key is used for all of
follow in the rest of this guide:

X	Objective of unit.
*	Introduced in earlier course.
+	Introduced in part in earlier cou
#	Taught but not listed as an object course.

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CHARTS SHOWING SEQUENTIAL DEVELOPMENT OF SKILLS, ATTITUDES, AND GENERALIZATIONS.

The following key is used for all of the charts which follow in the rest of this guide:

X	Objective of unit.
*	Introduced in earlier course.
+	Introduced in part in earlier course.
#	Taught but not listed as an objective of earlier course.

SEQUENTIAL DEVELOPMENT OF SKILLS

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.
I. ATTACKS PROBLEMS IN A RATIONAL MANNER *1. Is alert to incongruities, recognizes problems, and is concerned about them.					
*2. Identifies value conflicts.		X	X		X
*3. Sets up hypotheses.	X	X			X
*a. Sets up hypotheses by applying previously-learned generalizations.					
*4. Identifies sub-questions to use--to guide investigations.				X	
*5. Considers alternative courses of action.					
* a. Sets up hypotheses about consequences of alternative courses of action.					
* b. Identifies factual questions which must be answered in debates over courses of action involving value-conflicts.		X			
II. LOCATES INFORMATION EFFICIENTLY * 1. Uses different types of atlases, including historical atlases of various types.					

SEQUENTIAL DEVELOPMENT OF SKILLS

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.	Consump- tion Economy
PROBLEMS IN A RATIONAL MANNER alert to incongruities, recognizes blems, and is concerned about them.						X
ntifies value conflicts.		X	X		X	X
s up hypotheses.	X	X			X	X
Sets up hypotheses by applying previously-learned generalizations.						X
ntifies sub-questions to use-- guide investigations.				X		
nsiders alternative courses of ion.						X
Sets up hypotheses about consequences of alternative courses of action.						X
Identifies factual questions which must be answered in debates over courses of action involving value-conflicts.		X				
INFORMATION EFFICIENTLY s different types of atlases, inding historical atlases of various es.						

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	C t E
a. Uses historical atlases				X		
2. Uses Historical Statistics of the U.S.				X		
3. Uses specialized references such as the Dictionary of American Biography.	X	X			#	
III. GATHERS INFORMATION EFFECTIVELY						
* 1. Adjusts rate of reading to the material being read and to purpose in reading.	Adjusts to Purpose	Adjusts to Purpose		X		
*a. Reads rapidly for main ideas.				X		
*b. Skims to obtain an overview of a period.		X				
*2. Reads for main ideas or to answer questions.	X	X	X		X	
*3. Reads for details.		X				
*4. Takes effective notes on reading.	X		X	X		
*5. Takes effective notes on discussions.			X			
*6. Takes effective notes on lectures.	X		X			
*7. Gains information through interviews.						
* a. Increases the accuracy of his observations through the use of questionnaires.						
*8. Interprets tables, graphs, and charts.			Graphs Charts	Tables Graphs	Graphs	T C
*a. Draws inferences from tables, graphs, and charts.			Tables		Graphs	

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
es historical atlases				X		
Historical Statistics of the U.S.				X		
pecialized references such as the onary of American Biography.	X	X			#	
NFORMATION EFFECTIVELY ts rate of reading to the ial being read and to purpose nding.	Adjusts to Purpose	Adjusts to Purpose		X		
eads rapidly for main ideas.				X		
kims to obtain an overview f a period.		X				
for main ideas or to answer ions.	X	X	X		X	X
for details.		X				
effective notes on reading.	X		X	X		
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ncmeases the accuracy of his observations through the use of questionnaires.						X
prets tables, graphs, and charts.			Graphs Charts	Tables Graphs	Graphs	Tables Charts
raws inferences from tables, graphs, nd charts.			Tables		Graphs	X

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrilization of the U.S.	C t E
* 9. Prepares graphs to organize and clarify data.				X		
# 10. Interprets cartoons.				X	X	X
* 11. Uses simple statistical devices for analyzing data.						X
* 12. Increases accuracy of observation through use of indices.						X
* 13. Uses models to make sense out of complex data.						X
IV. EVALUATES INFORMATION AND SOURCES OF INFORMATION * 1. Checks on the accuracy of information.						X
* a. Checks on the bias and competency of authors and other sources.	X	X	X	X	X	X
* b. Compares sources of information.			X		X	X
* 1) Looks for points of agreement and disagreement among sources of information.	X	X	X	X		
* 2) Differentiates between primary sources and secondary accounts.	X	X				
* 2. Is able to make participant-observer distinctions.	X					
a. Distinguishes between observer's construct and participants' views.				X		
* 3. Identifies basic assumptions.		X	X			X

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-lization of the U.S.	Consump-tion Economy
s graphs to organize and data.				X		
ets cartoons.				X	X	X
mple statistical devices for ng data.						X
es accuracy of observation use of indices.						X
dels to make sense out of data.						X
NFORMATION AND SOURCES OF on the accuracy of infor-						X
cks on the bias and competency authors and other sources.	X	X	X	X	X	X
pares sources of information.			X		X	X
Looks for points of agreement and disagreement among sources of information.	X	X	X	X		
Differentiates between primary sources and secondary accounts.	X	X				
to make participant-observer tions.	X					
inguishes between observer's truct and participants' views.				X		
es basic assumptions.		X	X			X

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
* 4. Distinguishes between facts and estimates.					
* 5. Differentiates between facts, inferences, and value judgements.	X				
* 6. Identifies persuasion techniques.					
* 7. Detects inconsistencies.					
* 8. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.	X	X	X	X	X
*a. Recognizes limitations of data.					
*b. Checks on completeness of data; rejects assumption of cause-effect relation in correlations.					
*c. Rejects post-hoc arguments; looks for another factor which may have caused the later event.					
*d. Looks for causative factors other than those mentioned in source of information.		X	X		
*e. Checks on the sample used to collect data.					X
V. HAS A WELL-DEVELOPED SENSE OF TIME					
* 1. Looks for relationships among events.					X
2. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.			X		X

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
nguishes between facts and mates.						X
rentiates between facts, infer-s, and value judgements.	X					
tifies persuasion techniques.						X
cts inconsistencies.						X
ks on the completeness of data is wary of generalizations based nsufficient evidence.	X	X	X	X	X	X
Recognizes limitations of data.						X
Checks on completeness of data; rejects assumption of cause-effect relation in correlations.						X
Rejects post-hoc arguments; looks for another factor which may have caused the later event.						X
Looks for causative factors other than those mentioned in source of information.		X	X			
Checks on the sample used to collect data.					X	
LL-DEVELOPED SENSE OF TIME s for relationships among events.					X	X
meaningful differences between eras; relationships within any era between tutions and cultural assumptions.			X		X	X

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S
VI. USES EFFECTIVE GEOGRAPHIC SKILLS					
*1. Interprets maps.			X		
*a. Draws inferences from maps.		X			
* 1) Draws inferences from a comparison of different map patterns of the same area.		X		X	
VII. ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS					
*1. Applies previously-learned concepts and generalizations to new data.	X	X			
*2. Categorizes data.	X				X
3. When studying historical data, attempts to determine both the actors' interpretations of a situation and their behavior and also the anticipated and unanticipated consequences of such actions and the "real" situation of the actors.					X
4. Tries to assess how many members of any society share how many norms and values how similarly.				X	
* 5. Tests hypotheses against data.	X	X	X	X	X
* 6. Generalizes from data.	X	X	X	X	X
* 7. Identifies cultural assumptions.	X	X			

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
FFECTIVE GEOGRAPHIC SKILLS terprets maps.			X			
Draws inferences from maps.		X				
* 1) Draws inferences from a comparison of different map patterns of the same area.		X		X		
ZES AND ANALYZES INFORMATION RAWS CONCLUSIONS pplies previously-learned con-epts and generalizations to w data.	X	X				X
ategorizes data.	X				X	X
hen studying historical data, ttempts to determine both the ctors' interpretations of a ituation and their behavior and lso the anticipated and unanti-ipated consequences of such ac-ions and the "real" situation of he actors.					X	
ries to assess how many members f any society share how many orms and values how similarly.				X		
ests hypotheses against data.	X	X	X	X	X	X
eneralizes from data.	X	X	X	X	X	X
dentifies cultural assumptions.	X	X				

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.
* 8. Considers probable consequences of alternative courses of action.					X
VIII COMMUNICATES EFFECTIVELY WITH OTHERS					
*1. Organizes his information according to some logical pattern which fits his topic.					X
*2. Communicates effectively with others when speaking; uses only a few notes for reports or other oral presentations.					X
*3. Presents effective oral reports.				X	
*4. Presents effective symposia, panel discussions, and debates.				X	
IX. WORKS WELL WITH OTHERS					
*1. Empathizes with others, seeing things through their eyes, whether he accepts their viewpoints or sympathizes with them or not.				#	

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.	Consump- tion Economy
ders probable consequences ternative courses of action.					X	X
TES EFFECTIVELY WITH OTHERS izes his information accord- o some logical pattern which his topic.					X	
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nts effective symposia, panel ssions, and debates.				X		
LL WITH OTHERS thizes with others, seeing things ugh their eyes, whether he accepts r viewpoints or sympathizes with or not.				#		X

SEQUENTIAL DEVELOPMENT OF ATTITUDINAL BEHAVIORS

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.
*1. Is curious about social data and human behavior and wishes to read and study further in the social sciences.	X	X	X	X	X
*2. Is sceptical of "conventional truths" and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.	X		X		
*3. Values the scientific method and rational thought as applied to social as well as to natural data.					
*4. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations.				X	X
*5. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.				X	
*6. Respects evidence even when it contradicts prejudices and preconceptions.			X	X	X
*7. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.					

SEQUENTIAL DEVELOPMENT OF ATTITUDINAL BEHAVIORS

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
ous about social data and human r and wishes to read and study in the social sciences.	X	X	X	X	X	X
tical of "conventional truths" . ands that widely-held and pop- tions be judged in accordance andards of empirical validation.	X		X			
the scientific method and l thought as applied to as well as to natural data.						X
itted to the free examina- social attitudes and data. s actively for different of view and interpretations.				X	X	
objectivity and desires his values from affecting erpretation of evidence, h recognizing the import- e of values in the process ng decisions about problems emand action.				X		
s evidence even when it icts prejudices and eptions.			X	X	X	X
s that the social sciences tribute to men's welfare by ng information and explana- eralizations which help them their goals.						X

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.
*8. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.	X	X	X	X	X
*9. Evaluates information and sources of information before accepting evidence and generalizations.	X			X	
*10. Is sceptical of theories of single-causation in the social sciences.		X	X	X	
*11. Is sceptical of panaceas.			X		
*12. Believes in the possibilities of improving social conditions.			X		
*13. Values change as a means of achieving goals, but does not equate change with progress.			X		X
*14. Values institutions as a means of promoting human welfare, not because of tradition; is willing to change institutions as times create new problems.					
*15. Evaluate proposals and events on the basis of their effects upon individuals as human beings.				X	
*16. Values human dignity.			#	X	#
*17. Believes in equality of opportunity for all.				X	

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
al of the finality of considers generalizations es as tentative, always change in the light of ce.	X	X	X	X	X	#
information and sources tion before accepting nd generalizations.	X			X		X
cal of theories of sation in the social		X	X	X		X
cal of panaceas.			X			X
in the possibilities of social conditions.			X			X
ange as a means of achiev- , but does not equate change ress.			X		X	#
stitutions as a means of human welfare, not because ion; is willing to change in- s as times create new problems.						X
proposals and events on of their effects upon ls as human beings.				X		X
man dignity.			#	X	#	#
in equality of opportunity				X		

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industr alizati of the
*18. Desires to protect the rights of minorities.				X	
*19. Supports freedom of thought and expression.		X		#	
*20. Has a reasoned loyality to the U.S. and desires to make it an ever-better place in which to live.		X	#		#

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
s to protect the rights of ties.				X		
ts freedom of thought and sion.		X		#		
reasoned loyality to the U.S. sires to make it an ever-better in which to live.		X	#		#	#

SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.
*1. Although culture is always changing, certain parts or elements may persist over long periods of time.	X	X	X	X	X
*a. Culture traits may spread through a process of diffusion.		X			
*1) Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.	X				
*b. Culture traits may change through a process of innovation from within.	X	X	X		
*c. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideaology, or whatever else is a part of the cultural system.	X	X	X	X	X
*d. Some values are conducive to change; some make change difficult.			X		X
*e. People change their culture if they see a real need for change, if they are dissatisfied with existing aspects of their culture.					

SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
culture is always changing, parts or elements may persist g periods of time.	X	X	X	X	X	X
ure traits may spread through ocess of diffusion.		X				
Migration of people from one part of the world to another involves the movement of culture and material objects and so the diffusion of culture.	X					
ture traits may change through ocess of innovation from hin.	X	X	X			
nges in one aspect of a ture will have effects on er aspects; changes will ify, whether they are hnological, in social anization, in ideaology, whatever else is a part the cultural system.	X	X	X	X	X	X
e values are conducive to nge; some make change fficult.			X		X	
ple change their culture if y see a real need for change, they are dissatisfied with sting aspects of their culture.						X

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industr alizat of the
*f. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to change.				X	
*g. Even when a major reorganization of society takes place, not all of a culture is completely modified.				X	
*h. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of a culture (e.g. tools, tactics, etc.) than in such things as basic values.			X		
i. Revolution implies a fundamental change in the political system, with ramifying effects on the social and economic systems as well.		X			
1) Political revolutions are usually the result of multiple causes.		X			
+2) Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.				X	
a) Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.				X	

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
more a social change threatens ppears to threaten the tradi- al values of the society, the ter the resistance to change.				X		
when a major reorganization ociety takes place, not all culture is completely modified.				X		
ge is likely to occur more dly in the less basic, less ionally charged, more in- mental or technical aspects culture (e.g. tools, tactics,) than in such things as basic es.			X			
lution implies a fundamental ge in the political system, ramifying effects on the al and economic systems as .		X				
Political revolutions are usually the result of multiple causes.		X				
Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.				X		
a) Severe treatment of defeated peoples tends to arouse bitter and lasting feelings.				X		

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatio of the U
*2. A given culture is an integrated whole, based on fundamental postulates or values.	X		X		
a. A given culture is a network of culture complexes of cultural traits which are patterned in a distinctive way.	X				
*b. All institutions in a society are interrelated; because of these interrelationships, a change in one institution is likely to affect other institutions.			X		
*c. The basic values and organization of society both affect and are affected by the religious values and organization.			X		
*3. Culture differs from one society to another.	X				
4. Some groups within a society may not share many of the values and norms of the wider society and may have developed a number of values and norms of their own.				X	
a. Some sub-cultures may actually reject some of the values and norms of the wider society and try to overturn them; such a sub-culture might be termed a contra-culture.				X	
*5. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.	X				

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
is an integrated whole, ental postulates or	X		X			
lture is a network of culture of cultural traits which are in a distinctive way.	X					
utions in a society are ed; because of these ionships, a change in ution is likely to affect itutions.			X			X
values and organization both affect and are y the religious values zation.			X			
s from one society to another.	X					
thin a society may not the values and norms of the and may have developed a es and norms of their own.				X		
ultures may actually reject e values and norms of the ety and try to overturn them; -culture might be termed ulture.				X		
es people are expected ertain ways and are rtain things are good ings are bad.	X					

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industr alizati of the
*6. Culture is learned, not inborn.	X				
*a. Most human behavior is learned behavior.				X	
*b. Social sanctions, both formal and informal are used in the process of socialization and later to maintain social control.				X	
*c. Through the process of socialization, each individual acquires a self.				X	
*1) Some members of minority groups have learned (been socialized) to accept the majority group's perceptions of their own minority group.				X	
+d. The individual acquires his attitudes, values, behavior patterns, meanings, and expectations about his future--in other words, the culture of his society--through the process of socialization.	X				
*1) The individual participant in the political process has attitudes, outlooks, values, and goals which have been learned through a process of political socialization.					
*a) The process of political socialization is a continuous process;' the individual continually acquires new values and patterns of behavior, and a sharp change in his life may result in re-socialization.				X	
*2) Freedom is culturally determined, the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and					

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s learned, not inborn.	X					
human behavior is learned behavior.				X		
l sanctions, both formal and informal sed in the process of socialization nter to maintain social control.				X		
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrializatio of the U.
*e. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.				X	
*7. Conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponent are to neutralize, injure, or eliminate their rivals.					X
*a. In political conflict there is a struggle over scarce values or goals; the conflicting sides attempt to use the authority of the political system to win the conflict.		X	X	X	X
*b. Conflict serves to establish and maintain the identity and boundary lines of societies and groups.		X			
*c. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.		X			
*d. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.				X	X
*1) Workers organize labor unions to agglomerate their power in bargaining with employees.					X
*e. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.			X		X

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
scrimination against a minority group nds to isolate members of the group d promotes retention of their cultur- values and norms.				X		
ct is a struggle over values and to scarce status, power, and re- s in which the aims of the opponent neutralize, injure, or eliminate rivals.					X	X
political conflict there is a strug- e over scarce values or goals; the nflicting sides attempt to use the thority of the political system to n the conflict.		X	X	X	X	X
nflict serves to establish and main- in the identity and boundary lines societies and groups.		X				
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	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri alizatio of the U.
#8. Accommodation may occur between or among individuals and groups having equal status and power, or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.					X
*9. Political compromise consists of bringing various conflicting political interests or positions into a commonly acceptable intermediate position.				X	
*a. Compromise is more easily achieved in those political systems in which there is agreement on the fundamental social, economic, and political institutions.				X	
*b. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.				X	
*c. Compromise is more likely to occur where there is a relative equality of power.				X	
*10. The community demands order and stability--goals which may be incompatible with the demands of individuals.		X			
a. Countries are more intolerant of those whom they consider subversive in times of crisis than during times when they face no such threats.		X			
#11. A stable political system enjoys legitimacy -- the acceptance of its functioning and authority.		X			

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
mmodation may occur between or among viduals and groups having equal status power, or it may occur when one in- dual or group is in a dominating posi- and can force other individuals or ps to accommodate.					X	
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able political system enjoys legiti- -- the acceptance of its functicning authority.		X				

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatic of the U.
#12. A constitution is the basic, fundamental law in the political system; it sets the structure, relationships, and powers of the political institutions and political components.		X			
a. Constitutions may be written documents but in some cases they exist wholly or in part as custom and tradition.		X			
*b. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects.		X			
*c. Constitutions change by formal amendments but more importantly by changes in custom and interpretation.		X	X		
#13. The executive is a political institution generally representative of the system as a whole; it is charged with the application of public policy and with the external relations of the system.		Part of Content	X		
14. Leadership is a relationship rather than a series of universal traits and characteristics; the type of leader chosen will vary according to different situations.			X		
*a. The type of leader differs in different situations.		X			
*b. The leadership of any group must try to maintain group cohesion and harmony and must also organize its strategies and provide intellectual leadership.				X	
1) Periods of crisis sharply test political leadership and a constitutional form of government.				X	

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stitution is the basic, fundamental n the political system; it sets the ture, relationships, and powers of olitical institutions and political nents.		X				
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xecutive is a political institution ally representative of the system as le; it is charged with the application blic policy and with the external re- ns of the system.		Part of Content	X			
rship is a relationship rather than a s of universal traits and characteris- the type of leader chosen will vary ding to different situations.			X			
he type of leader differs in different ituations.		X				
he leadership of any group must try o maintain group cohesion and harmony nd must also organize its strategies nd provide intellectual leadership.				X		
) Periods of crisis sharply test political leadership and a constitutional form of government.				X		

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industr alizati of the U
*15. Democracy is a political form in which the final policy-making power and all forms of political participation are open to the great number of adults in the society; in other types of political systems, policy-making and political participation are open only to a few.			X		
*a. Democracy as a political form is based on the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice (or decision).	X		X		
*b. Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.			X	X	
*c. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.			X		
*d. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.		X		X	
*16. The democratic ideology includes the following values: respect for the individual personality and individual freedom, and a belief in rationality, equality, justice, rule by law, and constitutionalism.			X	X	

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
cracy is a political form in which the l policy-making power and all forms of tical participation are open to the t number of adults in the society; in r types of political systems, policy- ng and political participation are only to a few.			X			
Democracy as a political form is based on the general assumption that majorities of citizens are the best judges of what is good for them and that they are entitled to the right to make this choice (or decision).	X		X			
Democracy is a complicated consent and consensus system in which consent may move from government to citizen as well as from citizen to government.			X	X		
The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.			X			
Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.		X		X		
democratic ideology includes the fol- ng values: respect for the individual onality and individual freedom, and a ef in rationality, equality, justice, by law, and constitutionalism.			X	X		

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S
*17. Political scientists have long assumed that there are social conditions which society must meet before it can "make a go" of democracy; they hardly agree on what these conditions are but suggest common values, a communication system, stable society, a minimum economic well-being, etc.			X		
*a. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.					
*18. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.	X			X	X
a. Class membership has certain effects on life and behavior (class correlates).	X				
b. Control of one or a few scarce and valued things may enable a group to get control of other scarce and valued things and thus pyramid their power.	X				
c. Every society provides for differentiation of status among its members. In some societies certain material objects become status symbols and are desired in part because of the status they indicate, not just for their material value.					
*d. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.	X			X	

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
l scientists have long assumed re are social conditions which must meet before it can "make a emocracy; they hardly agree on se conditions are but suggest alues, a communication system, ociety, a minimum economic well- tc.			X			
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eties differ in the relative num- of ascribed and achieved statuses provide and the relative emphasis are given.	X			X		

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
*1) Status may be acquired by birth, achievement, or some combination of birth and achievement.	X				
e. Members of a class can move out of the class by various means, and this mobility may be up or down. The amount of mobility differs in different societies.	X				X
1) People can move out of one class to another by marriage or by a change in their control of status-conferring factors such as money, education, political office, land, etc.	X				X
2) Mobility increases as something happens to remove the group which has held the highest status in the past, thus making room for lower status groups to move up on the scale.	X				
3) The more widespread the system of education, the greater the vertical mobility between classes.			X		X
4) The more industrialized and urbanized the society, the greater the mobility between classes.				X	X
f. The greatest push to improve levels of living and other reforms is more likely to come from those above the bottom strata of society than from those at the bottom.			X		
1) Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.			X	X	

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lity increases as something ens to remove the group which held the highest status in the , thus making room for lower us groups to move up on the e.	X					
more widespread the system of ation, the greater the verti- mobility between classes.			X		X	
more industrialized and urban- the society, the greater the lity between classes.				X	X	
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
*19. Political power is unevenly distributed through a population.	X				
*a. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in a society.	X				X
*b. Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office or policy alternatives.		X		X	X
#1) A political party is most obviously distinguished from the other political organizations by its completely political character and by its general dominance of the organizational process of contesting elections.		X			
*2) The interest group attempts to bring aggregates of influence to bear on decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-makers.					X
3) Voluntary organizations create new and autonomous centers of power to compete with established political organizations; they help train potential leaders in politically relevant skills.			X		

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S
a) Voluntary organizations act to organize and mobilize political power of individuals or aggregates behind certain policy alternatives.			X		
*20. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society as well as on the government structure and on the electoral system.				X	
*21. The electoral and ideological functions of a political party are almost always in competition with each other; in order to build majority support, the party in a plural society has to make compromises as to the conflicting attitudes, interests, and ideologies in the society.				X	
*22. Decision-making is affected by many factors.					
a. Every decision-maker is dependent upon advice, knowledge, information, and political intelligence; as a result, those advisors who provide him with them have an important base for exerting influence on the official.		X			
b. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.		X	X	X	
*c. Decision-making is affected by pressures from other decision-makers and from outside the government.			X		
*1) The decision-maker reacts to pressures from other decision-makers.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
a) Voluntary organizations act to organize and mobilize political power of individuals or aggregates behind certain policy alternatives.			X			
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cision-making is affected by pres- res from other decision-makers and om outside the government.			X			
The decision-maker reacts to pressures from other decision-makers.						X

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industr alizati of the U
*d. Any decision-maker is limited by available information.					
*e. The institutions of government constitute the arena or the structure within which the authoritative decisions of the political process are made; they thus influence those decisions.			X	X	
*1) The separation of powers is an institutional division of political institutions into a legislative, an executive, and a judicial autonomous authority to maintain independence from each other.		X			
*a) The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do.		X			
*b) The separation of powers is built on an assumption of political functions which cannot be separated easily in reality.			X		
*2) Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity and competition.		X	X	X	
An individual may experience role conflict because of the many roles he must assume.		X			
1) The representative faces conflicting demands to represent the district which elected him, the party on whose ticket he ran, the entire political system to which he takes his oath of office, and his own attitudes.				X	

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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
*23. Individuals know the political and social system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.		X	X	X	
*a. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of these symbolic tools.			X		
*b. Effective political communication depends both on technological skills and on the skills of the population (literacy or at least a common language).			X		
*24. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems.		X		X	
a. Each nation in the international system begins its relations by setting its goals and strategies of foreign policy.		X			
*b. There are many sources or bases of national power in dealing with other nations.	X	X			
*1) Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.	X			X	
2) Internal social stability is important to the development of na-					

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
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ere are many sources or bases of tional power in dealing with other tions.	X	X				
Differences in population, resources, and industrial capacity are reflected in differences in national (or regional) power.	X			X		
Internal social stability is important to the development of na-						

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
tional power in that it enables the nation to concentrate on external matters without disruption or the diversion of attention.					
*25. Nationalism is an awareness by the people within a society that its culture is different enough from other societies so that they consider their society a separate entity in the nation-state system.		X			
*a. Nationalism leads to a high degree of intense support within the country for goals and instruments a nation chooses to use in international affairs.		X			
*26. War seems to be the result of multiple, interrelated causes.				X	
*27. War has serious physical and psychological effects upon people in wartorn areas.				X	
*28. Human beings are members of the same species; they are far more alike physically than they are different.				X	
*a. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.				X	
*29. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.				X	
*30. People try to work out rationalizations for their behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.				X	1st part of generaliz.

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- ialization of the U.S.	Consump- tion Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrializatio of the U.
*31. Frustration (perhaps because of deprivation) may lead to aggression and/or to scapegoating.					X
# a. Frustration may result in aggression. When people are frustrated by events seemingly beyond their control, the aggression may be turned against others who become scapegoats.					X
*32. Frustration or self-doubts may lead to apathy.				X	
*33. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting conflict involves mental conflict and tension.				X	X
*34. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.					X
*35. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.				X	X
# a. Political parties attempt to compromise differences among sections of the country.				X	
*36. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.	X		X	X	
*a. The significance of location depends upon cultural contributions both within and outside of a country or area.	X			X	
*b. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.			X	X	

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.	Consump- tion Economy
tion (perhaps because of depriva- ay lead to aggression and/or to ating.					X	
stration may result in aggression. n people are frustrated by events mingly beyond their control, the ression may be turned against ers who become scapegoats.					X	X
tion or self-doubts may lead to				X		
vidual brought up in one culture n thrust into another faces seri- blems of adjustment to the new ; the resulting conflict involves conflict and tension.				X	X	
of any group are attracted to it ying reasons, some of which have to do with the goals of the or- ion.					X	
have latent (hidden or unexpressed) ns as well as manifest (expressed) ns.				X	X	
itical parties attempt to compro- e differences among sections of country.				X		
s his physical environment in f his cultural values, percep- and level of technology.	X		X	X		
significance of location depends n cultural contributions both hin and outside of a country or s.	X			X		
roved transportation facilities possible wider and bigger mar- s for goods as well as greater less costly access to resources.			X	X		

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.
*37. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.				X	X
*a. A place needs cheap and rapid transportation in order to carry on much trade with other places.	X		X		
*38. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.	X				
*a. Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.					
*39. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much shall be produced? (2) How shall something be produced? and (3) How shall these goods and services be distributed among the population?	X				
*40. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by individual members of society.	X				
*a. In a private enterprise system, it is the market which permits buyers and sellers to deal with one another,					

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ngs can be produced better in one han in another because of climate, es, transportation routes, access urces, access to markets, people's etc.				X	X	
lace needs cheap and rapid trans- tation in order to carry on much de with other places.	X		X			
conomic system faces scarcity or of enough productive resources sfy all human wants.	X					
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a private enterprise system, it is e market which permits buyers and llers to deal with one another,						X

	Colonial Age	Republican Age	Demo- cratic Age	Civil War and Reconst.	Industrialization of the U.S.
which translates demand and supply into a price system, and which is chiefly responsible for the way in which the basic economic questions are worked out. The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced, and who shall get what part of the production. However, government policies and factors which interfere with perfect competition also affect the allocation of resources and income.					
*b. Competition among producers determines largely how things will be produced in a private enterprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make the greatest profits possible.					X
*1) Firms may compete with each other by cutting prices which means that they must compete in cutting costs of production in order to make a profit and study in business.					X
*2) Firms may compete with each other by heavy advertising to make their products better known and so increase the demand for them rather than for competing products.					
*3) Competition does not always lead to lower prices; it may actually lead to monopolistic practices and higher prices.					X

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S
a) When there is a monopoly or such a concentration of production in the hands of a few firms that these firms can dominate prices, competition is reduced and supply may be restricted in lieu of cutting prices.					X
c. Government expenditures act just like consumer expenditures to affect allocation of resources to the production of different goods and services and to affect the total amount produced.					
*41. Most economic systems are in the process of constant change.					
*42. In all societies, people have certain economic goals; they may use their government to help achieve these goals. Although some goals are very much alike, different societies place differing emphasis upon them.					X
*a. People generally would like to see their economic systems provide both economic growth (and so higher levels of living) and stability (and so economic security).					
*1) People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.					X
*2) Although living levels in the U.S. are very high compared to those in most countries, a large number of					

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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Indust alizat of the
people still live in poverty by American standards of what is needed for adequate living levels.					
*a) Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. A society's goods and services are divided unequally among the population.					X
*b) Even during prosperous times, there will be some structural unemployment among those changing jobs, those without any skills, and those whose skills are made obsolete by technological changes. There may also be some unemployment among certain groups because of discrimination.					
*3) Levels of living are affected by the amount of goods and services which money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.					
*4) Living levels do not rise unless output of production grows at a faster rate than population.					
*5) It is difficult to compare GNP or living levels over time because of the differences in the quality and variety of goods produced in different periods.					

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*a) Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. A society's goods and services are divided unequally among the population.					X	X
*b) Even during prosperous times, there will be some structural unemployment among those changing jobs, those without any skills, and those whose skills are made obsolete by technological changes. There may also be some unemployment among certain groups because of discrimination.						X
3) Levels of living are affected by the amount of goods and services which money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.						X
4) Living levels do not rise unless output of production grows at a faster rate than population.						X
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
*b. In general, people wish to sell their labor, land, or capital for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.					
1) As levels of living rise within a country, people tend to choose a greater amount of leisure time in lieu of a higher income.					X
*43. Money is wanted for what it can buy; paper money has no value in and of itself.					
*a. Barter is inefficient; the development of a monetary system promotes exchange and so a division of labor and greater productivity.					
*b. Money makes exchange easier than barter does since many objects which people might want to trade are not of equal value, do not last well, cannot be divided, or are hard to transport. Money serves as a medium of exchange, as a measure of value, and as a storer of value, and it is divisible.					
c. The value of money varies, depending upon what it can command in exchange. When prices rise, the value of money falls; when prices fall, the value of money rises. Thus even money is not a perfect storer of value.					
d. Since banks are not required to keep 100 per cent cash reserves on hand against deposits, they can loan out much of the money on deposit. By granting loans, they can create new money.					

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	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alizatio of the U.S
*14. At any specific time the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.	X		X	Capital goods Technol-ogy	X
*a. Output is affected by the quality as well as the quantity of natural resources; quality is affected by access as well as by fertility, richness, etc.					X
*b. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.			X		X
*1) Investment in technological research and development may lead to higher levels of technology and so to greater productivity because of more or better quality of consumer or capital goods.					
*a) New inventions open up whole new fields of production.					
*c. Capital formation through savings is a major means of increasing an economy's total output over time, because it increases productive capacity.					X
1) Net investment or capital formation involves an increase in real capital such as machines, equipment and building; an exchange of property from one person to another may be spoken of as investment for an individual but does not add to a country's capital formation.					X

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.
a) An increase in net investment in capital goods will increase national production and income by more than the amount invested. (The multiplier effect.)					X
(1) Business enterprises buy goods from other firms.					X
+2) Savings (or forgoing present consumption) are needed to obtain capital goods. Those who are willing to invest their own savings (or to borrow and invest what they borrow) are taking risks and expect some form of return for such risks.			X		X
*a) Most U.S. corporations today depend more upon corporation savings for new investment than upon investment from outside the business.					
b) The money saved by individuals and put into investment banks becomes a source of investment by those who borrow the money to make capital goods.			X		
*d. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).					X
*1) Division of labor and specialization make possible increased production.			X		X
*2) Mass production, with its greater specialization and substitution of capital goods for labor, permits a reduction of costs.					X

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	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri alizati of the U.
3) Efficiency studies may increase output without increasing the amount of resource input by bringing about a different organization of production or increasing motivation for production.					X
4) The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.	X				
45. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though some stages may not be clearly separated from each other.			X	X	
a. Not all economies conform to these "ideal" stages or descriptions, but they tend to follow more or less the same pattern of growth.					X
b. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.					X
c. The transitional stage prior to "take-off," sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessman, create larger markets, lead to more accumulation of savings, lead to increased productivity in			X	X	X

N

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.
agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.					
d. During the period of rapid industrialization (or what has been called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.			X	X	X
e. Following the "takeoff" there is usually (or may be) a stage of sustained though fluctuating progress toward economic maturity. The rate of investment continues at a high level and new industries are developed.					X
f. A mature economy demonstrates that it has the technical and entrepreneurial skills to produce most things that it chooses to produce, given the available stage of world scientific knowledge. Such an economy has the capacity to move beyond the original industries which powered its "takeoff" and to provide levels of living in which the masses of people consume far above the level of bare necessity. Such an economy is marked by the development of durable goods industries.					X
*46. As compared with individual enterprises and partnerships, corporations make possible both a larger investment in capital goods (with an accompanying mass produc-					X

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	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.
tion and lower costs) and control of this investment with a much smaller amount of money than the capital goods are worth.					
*a. As compared with individual enterprises and partnerships, corporations and joint stock companies make possible a larger investment in capital goods.	X				
*1) Corporations make possible a larger investment in capital goods than do most individual enterprises and partnerships, since shares of stock can be sold to many people. They also provide some legal safeguards for owners in case of the failure of the business.					X
*b. A few large stockholders can control a corporation with a relatively small investment of money as compared to the capital goods owned by the corporation.					X
*c. Holding companies and trusts permit a few individuals to pyramid their control over a number of other corporations with just a small amount of money as compared to the total worth of the company.					X
*47. Prices (including wages) are affected by changes in supply and demand, and price changes affect supply.	X				X
*a. It is demand, backed by the ability and willingness to pay for goods at specific prices, which affects the market; people's wants do not affect the market unless they are turned into effective demand.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatio of the U.
* b. The quantity of a specific product or service which will be demanded at a specific price depends upon: (a) consumer desires, (b) availability of alternative goods and services, (c) the prices of alternative goods and services, (d) the amount of money consumers have and are willing to spend.					
1) Demand is affected by the supply of money and credit and also by the velocity with which money changes hands.					X
*c. Adjustment of supply to demand is hampered by factors which decrease mobility of productive resources.					
1) Wage contracts make it difficult to adjust wage rates to changes in the supply and demand for labor.					
2) An investment in expensive capital goods cannot easily be turned to the production of other goods, since capital goods are highly specialized.					
*48. Specialization, whether by geographical area, person, or company, leads to interdependence.	X				X
+a. People in most societies of the world depend upon people living in other communities and countries for certain goods and services and for markets for their goods. The degree of dependence upon other communities varies from one society to another.	X				
+b. Mass production needs a mass market with mass consumers as well as stand-					X

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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatio of the U.
ardization of products and parts and a high proportion of capital goods. Thus mass production depends upon the development of transportation facilities and political developments which open up markets, as well as upon technological developments and organizational structure within a firm.					
*1) Mass production factories need mass markets in order to be profitable.					X
*49. Misallocation of resources costs consumers what they could otherwise have had. The alternative cost of unemployed resources during a depression or recession is what could have been produced if existing resources had been put to work.					
a. A depression or recession results in unemployment.					X
b. A depression or recession results in a rise of business failures and less than full use of existing productive resources.					
c. A depression usually results in a fall in prices.					
d. A long depression usually results in a drop in wages, either in wage rates or in overall wage income because of a loss of overtime or a cut in the hours of work.					X
50. Different groups in society are affected differently by depressions and inflation. However, all groups are affected because of interdependence.					

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*a. People on fixed incomes can buy more with their money during periods of low prices and less in periods of inflation.					
b. People counting on fixed incomes may find that these incomes disappear during depressions, since debtors may not pay debts, insurances companies may fail, and banks may fail.					
c. Debtors find it hard to pay back debts in periods of devaluation when money is worth more and their income is less.					X
d. People of all income levels may find themselves out of work in a serious depression, although unemployment is greatest among unskilled laborers.					
e. Depressions and recessions have both material and psychological effects upon people who are affected most adversely.					
f. Even those people who continue to have relatively good incomes are affected by depressions because of added governmental burdens during hard times.					
51. The fluctuations of different business cycles are similar in some respects and different in others.					
a. Business cycles vary in length and degree of fluctuation. Economists have noted smaller cycles within larger cycles. Moreover, some cycles show a drastic drop in business activity (a depression) and some show only a minor drop (a recession).					

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b. Changes in business activity during a business cycle tend to be cumulative; that is, a small change in one direction tends to cause further changes in the same direction.					
c. Changes in business activity during a business cycle have tended eventually to be self-reversing; that is, change in one direction tends to build up pressures which bring about a reversal of direction.					
d. Fluctuations in business have tended to be around a long-term trend toward higher and higher output.					
*52. The circular flow of income can be broken down into three general types of flows: between business and the public, between the government and the public, and between savers and investors.					
a. The money saved by private consumers and put into banks becomes a source for possible investment by those who borrow the money to make capital goods.			X		
b. Fluctuations in the business cycle are the result of changes in the circular flow of income.					
53. During an upswing in the business cycle, prices tend to increase more rapidly than costs, and during a downturn in the business cycle, prices tend to fall more rapidly than costs.					
a. When productive capacity in a plant has not been used to capacity, an increase in production will result in lower costs per unit produced, since					

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
nges in business activity during usiness cycle tend to be cumulative; t is, a small change in one direc- n tends to cause further changes in same direction.						X
nges in business activity during a iness cycle have tended eventually be self-reversing; that is, change one direction tends to build up ssures which bring about a reversal direction.						X
ctuations in business have tended be around a long-term trend toward ner and higher output.						X
cular flow of income can be broken to three general types of flows: business and the public, between ernment and the public, and between and investors.						X
money saved by private consumers put into banks becomes a source for sible investment by those who borrow money to make capital goods.			X			X
ctuations in the business cycle are result of changes in the circular of income.						X
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fixed costs can be divided among more units produced.					
b. As business activity expands, businesses buy inventories (materials of production and products for sale) at lower prices and sell them at higher prices.					
c. As prices decline, businessmen may find that they must sell off inventories at lower prices than they paid for them in the first place or at least for much less profit than before.					
d. Since labor costs are usually set by long-term wage agreements, labor costs tend to rise more slowly than prices and decline more slowly than prices.					
e. Firms may continue to operate, despite losses, in order to cover some of their fixed costs.					
54. Both internal and external factors are important in causing business fluctuations; however, the most important factor seems to be the level of investment in new capital goods.					
a. Aggregate demand must be enough to buy all of the goods an economy can produce if the economy is to operate at full capacity.					
b. Investment is affected by many factors and so changes are hard to predict. These factors include the psychology of businessmen or their expectations about what will happen, the relationship of recent expansion of productive capacity to consumer demand, technological changes, the state of inventories, changes in consumer income, etc.					

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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizati of the U.
1) The motive for saving may be to provide for future security rather than to make more money because of interest rates. People may save even when interest rates are low.					
2) In a mature economy, high consumption and high investment work together; low consumption leads to low investment since business is unlikely to invest savings unless it thinks it can sell goods.					
a) Attempts by individual consumers to save during depression may give added impetus to the downswing of business.					
c. The pattern of income distribution affects savings and consumption of consumer goods and so investment.					
1) Upper income groups save more of their income both in terms of absolute amounts and in terms of the percentage of their total income.					
2) Monopolistic restrictions of output to keep prices high tends to create greater inequalities in income and make it more difficult for people to purchase consumer goods, unless wages are raised.					
3) Unless wages rise as rapidly as productivity per worker, or unless prices are reduced, the distribution of income becomes more unequal.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
The motive for saving may be to provide for future security rather than to make more money because of interest rates. People may save even when interest rates are low.						X
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatio of the U.
d. With increasing emphasis upon consumer durable goods, consumer expenditures have tended to fluctuate more than in earlier years. Consumption of non-durable goods fluctuates less than consumption of durable goods.					
e. Inventories expand and contract more rapidly than does consumer spending; this gives added impetus to business fluctuations.					
f. Business spending for new capital goods (investment) varies more than other kinds of spending and seems to be the key factor in business fluctuations.					
1) An increase in net investment in capital goods will increase national income by more than the amount invested, while a drop in net investment will decrease national income by more than the drop in this investment. This multiplier principle means that the effect of investment in capital goods is to increase the rise and fall of business activity by more than the amount of the increase or decrease in investment.					
2) Net investment will drop rather than increase as consumer sales level off rather than continuing to grow.					
3) An increase in demand for consumer goods leads to an even-greater increase in demand for producers' goods and so in investment.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S
*55. Government policies can either help reduce or exaggerate fluctuations within the business cycle and can promote or hinder economic growth.					
a. Government policies affect the operation of the market.			X		
b. Government policies affect allocation of resources.			X		X
c. Some government action to prevent violent fluctuations in business activity requires decisions. (Such action incudes fiscal policy involving an increase or decrease in public expenditures or changes in tax rates and monetary policy such as changes in interest rates, requirements for downpayments on installment buying or margin requirements for buying stock, or open-market operations).					
1) As long as there are unemployed resources, government expenditures should lead to an increase in production and not to inflation.					
a) Many economists recommend deficit spending when business activity is declining or at least a cut in tax rates; they receommend a reduction in spending and/or a raise in tax rates when productive resources are being used to full capacity and there is danger of inflation.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrializatio of the U.
*(1) Government spending on goods and services and for transfer payments (pensions, social security benefits, welfare) may help make up for a lack of demand by the private sector and prevent a decline in business activity.					
*(2) A reduction in tax rates when productive resources are not fully used, increases disposable income in the private sector and may lead to higher production and not much or any loss in tax revenues.					
(3) An increase in tax rates or a decline in government spending may reduce aggregate demand.					
(4) If the government increases its expenditures to encourage more production, it may offset this change by increasing taxes.					
(5) Governments may loan money directly to firms or give them subsidies; they thus affect business activity.					X
b) The extent to which interest payments on a given national debt are a burden on citizens					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
*(1) Government spending on goods and services and for transfer payments (pensions, social security benefits, welfare) may help make up for a lack of demand by the private sector and prevent a decline in business activity.						X
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	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatio of the U.
depends on the level of national income. Thus deficit spending which serves to increase national production and income may even decrease the burden of the national debt although increasing the size of the debt.					
*2) Government monetary policies can be used to influence lending and so the amount of money in circulation and aggregate demand for goods.					X
a) The government can control interest rates and reserve requirements and can buy or sell government bonds to affect bank lending.					
b) The government can influence credit by raising margin requirements for buying stock of the amount needed for down payments on goods purchased on credit.					
c) The government can borrow money from consumers and so reduce the amount of money in circulation, or it can borrow money from banks and influence the amount of money in circulation in a different direction.					
3) Both monetary and fiscal policies require descretionary action which may be difficult both because of a lack of knowledge and because of the difficulty of persuading officials to take action.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
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	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.
a) Measurement of the nation's output or national income statistics and various indexes make it easier for government officials and businessmen to assess the state of the economy and plan appropriate courses of action. However, economists do not agree on what these statistics indicate about the exact stage of the cycle.					
b) Monetary policies affect spending only indirectly and so take longer than do fiscal policies to take effect.					
(1) Governments cannot affect the velocity of money as easily as they can the amount of money in existence. Thus measures designed to decrease the money supply may not have the desired effect on velocity, and measures to increase the ability of banks to lend may not increase borrowing by business or consumers.					
4) Different combinations of monetary and fiscal policies aimed at fighting depression or inflation affect different groups differently. Thus the combination chosen is important.					

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industrialization of the U.S.	Consumption Economy
a) Measurement of the nation's output or national income statistics and various indexes make it easier for government officials and businessmen to assess the state of the economy and plan appropriate courses of action. However, economists do not agree on what these statistics indicate about the exact stage of the cycle.						X
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	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industr alizati of the U
d. Built-in stabilizers act automatically without new government action to shore up purchasing power when business activity declines or to slow down increases in purchasing power when business activity increases.					
*e. Government taxation policies affect who gets what share of the national income.					
f. Government price controls, allocation controls and consumer rationing affect business activity. They may be used to hold down inflation and allocate production resources to essential industries during wartime inflation.					
g. Government policies toward monopolies and restrictive practices affect business activity both directly by affecting output and prices, and indirectly by affecting income distribution.					X
1) Government policies may tend to reduce or increase pressures toward monopolistic tendencies.			X		
h. Government labor policies affect business activity both directly by affecting minimum wages and hours of labor and indirectly by affecting the strength of unions. These policies, by affecting income distribution and costs of production, affect business activity.					
i. Government affects business growth and fluctuations by protecting private property and contracts, by providing					X

	Colonial Age	Repub-lican Age	Demo-cratic Age	Civil War and Reconst.	Industri-alization of the U.S.	Consump-tion Economy
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overnment affects business growth and luctuations by protecting private roperty and contracts, by providing					X	

	Colonial Age	Republican Age	Democratic Age	Civil War and Reconst.	Industri alizatio of the U.
a money system, by protecting inventions, by providing systems of public transportation, etc.					
*56. There are no easy solutions to social problems.				X	
57. Social scientists set up classifications to suit their purposes; the use of different criteria result in different classifications.	X				
*58. A person's frame of reference affects his perceptions and interpretations.	X		X	X	
a. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.	X	X		X	
+59. Measurements of the nation's economy or national income statistics and index numbers make it possible for people to evaluate economic policies, whether they are businessmen or government economists.					

	Colonial Age	Repub- lican Age	Demo- cratic Age	Civil War and Reconst.	Industri- alization of the U.S.	Consump- tion Economy
money system, by protecting inven- ions, by providing systems of public ransportation, etc.						
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